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ABSTRACT

Demand for accountability and effective programming by the Ohio Cooperative Extension Service (OCES) led to identification of the need for a set of skills and knowledge for extension faculty related to program development through evaluation. This paper describes the training of OCES field faculty in program evaluation skills to be used within a model used by the OCES Accountability Evaluative System. An integral part of the system is the Evaluation Resource Task Group, initially nine volunteers (the Fine9) especially trained to be resource persons to other OCES personnel. The six-day training program included sessions on data collection and analysis, formative and summative evaluation, interpretation and communication of results, evaluation management, and consultation. Quantitative evaluation of the training was reported in terms of changes in behavior, skills and knowledge, and attitude. Qualitative evaluation of the training indicated a high level of commitment to program evaluation, specific plans for the year, and perceived problems of time availability. Plans were made to continue the program, to add more faculty, and to provide specialty training for each member. (The rating scales used for evaluation are appended). (MDE)

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THE FINE9 CONCEPT:

A NEW APPROACH TO EVALUATION EDUCATION AND ATTITUDE ADJUSTMENT

by

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AUTHORS: Dr. Emmalou Van Tilburg and Dr. Thomas M. Archer

INTRODUCTION

"Evaluation is no goal,"
So say the local gents,
"We'll scratch our heads, and rub our chins,
To make our betterments."

Administration at the top
Is short of funds these days.
Evaluation for the good,
Must come in other ways.

So with these facts, and hard work too,
A style became to shine,
To deal with all, plus make it fun:
The Volunteer Fine Nine.

With the increased demand for accountability and effective Extension programming coming at a time of reduced faculty, diminishing resources, and "downsizing" debates, it appears that a most important set of skills and knowledge for Extension faculty to possess relate to improved program development through evaluation. Conducting evaluations of programs should be as routine to educators as the scheduling of facilities and allocation of resources for those educational programs. Unfortunately, this is not the case in many arenas of Extension programming.

Various hypotheses exist as to the reasons for the poor quality of program evaluations and the scarcity of evaluation in general. Lack of skills, low interest, incomplete knowledge base, few incentives, and feelings of mandated activities all have implications for program evaluation efforts within the Extension Service.

In Ohio, a variety of approaches to program evaluation education have addressed the obvious needs of increased knowledge and skill level, but have overlooked a problem that has serious implications for the quality and quantity of program evaluation efforts within the total organization. More specifically, faculty attitude toward evaluation has become one of the greatest concerns in recent inquiries associated with program evaluation research.

An individual's attitude describes a complex set of beliefs, feelings, and behavioral tendencies about a particular person or thing, an "attitude object". In the case of program evaluation, knowledge of one's attitude toward the practice of evaluation should provide insight into possible reasons for quality and quantity of evaluation activity or lack thereof. And certainly that knowledge of attitude can establish a framework with which to approach educational needs for faculty members. It was with this premise in mind that a new approach to program evaluation education and total evaluation efforts was adopted within the Ohio Cooperative Extension Service.

The FINE9 concept is an integrated approach using field faculty as the vehicle to encourage and nourish healthier attitudes through a multiplier effect with volunteer field faculty in the Ohio Cooperative Extension Service using a variety of approaches to evaluation education.

PROCESS OVERVIEW

District supervisors solicited names of interested field faculty to participate in an in-depth educational effort on program evaluation. Particular attention was given, during the program, to the attitude of the group with special effort in providing information on how to affect the attitude of others. With five administrative districts in the Ohio Cooperative Extension, the goal was two to three faculty per district to be identified to participate.

Nine faculty completed the training and became the core of the Ohio Cooperative Extension Service Program Evaluation Advisory Council thus the name, "The FINE9". In addition, the plan for the Advisory Council includes other county and district faculty, state specialists, and members of administration, as well as lay persons within the university community.

Responsibilities of each member of the FINE9 include: (1) Co-coordinator for district inservice evaluation education with the Leader, Evaluation; (2) Co-developer of technical information (fact sheets) to be used with other faculty and potentially, clientele associated with community improvement, etc.; (3) Technical consultant to other faculty concerning instrumentation, design, and analysis of evaluation results; (4) Coordinator of impact study groups related to relative program area of the FINE9 member; and (5) Advisor to Leader, Evaluation concerning program development and evaluation issues.

Nine agents from across the State,
And six days did they toil,
With specialists and great notebooks,
And attitudes to spoil.

A Focus Group, a mean, a mode,
And questions how to ask;
A survey form, an instrument,
To learn all was the task.

The Training

The core of this "In-Service" education for the Fine9 was six days of intensive training, spread over a nine week period. Full days (9:30 A.M. through 4:00 P.M.) were scheduled on Wednesdays and Thursdays, January 22-23, February 19-20, and March 12-13, 1986. In addition, an optional work session was scheduled in the evening the first night, while "social" activities were planned the remaining evenings to foster a more close-knit group.

It might be noted that the term "FINE9" came spontaneously from one of the members of the group, and was readily accepted by the others. It seemed to be a phrase that could be easily used to refer to the group, as well as indicative of the confidence of the members that utility would result from their efforts.

During the six days of intensive training, the resources of The Ohio State University were tapped to orchestrate an effort in transferring skills and knowledge to the nine, as well as developing a positive attitude concerning program evaluation within the group. In chronological order topics included: First Day: Identifying the Program to be Evaluated; Focusing on Evaluation; Designing the Evaluation; Utilization-focused Evaluation; and the Use of Stakeholders in Evaluation.

The second day topics were: Quantitative Methods of Data Collection; Evaluation Techniques; Qualitative versus Quantitative; Formative and Summative Evaluation. Third Day: Focus Group Interviewing; Data Analysis through Micro-computers; and Needs Assessment Techniques. Fourth day: Data Analysis and Qualitative Methods of Data Collection. Fifth day: Interpretation of Data; Cost - Benefit Analysis; Journal Writing; and Communication of Results. The final day: Management of an Evaluation; Program Reviews/Consultative Team Approaches; and a time when Administration interacted with the group to solicit direction, as well as to confirm the position that such an undertaking was valuable to the future of the Ohio Cooperative Extension Service.

Two other sessions were scheduled as a result: The first (April) was a practical "Case Study" to which the group addressed itself in an attempt to build an Evaluation Plan. The responsibility of planning and conducting the second session (June) was assumed by two members of the nine. Its purpose was to provide the atmosphere for fostering positive and productive evaluation attitudes as well as to define the parameters of developing "Fact Sheets", which were seen as the first formal attempt at providing useful material to peer agents.

In addition to the "classroom" type of training, there were also other methods utilized: Individual conferences with the Leader, Evaluation; a notebook was filled with practical materials as they were presented by in-service resource people, or identified by the Leader, Evaluation, or other members of the FINE9; and face-to-face/phone interactions between two or more members of the Fine9 as material/planning was developed.

Indication of the support that the Administration of the Ohio Cooperative Extension Service gave to this effort included complete financial support of travel expense relating to all activities, as well as the purchase of a set of six reference books for each of the members of the FINE9. Additionally, the Administration financially supported two of the group as they attended out-of-state evaluation training.

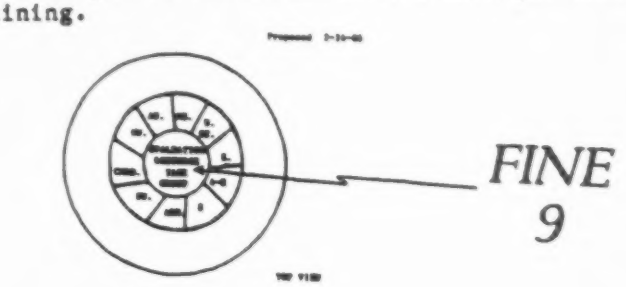
RESULTS

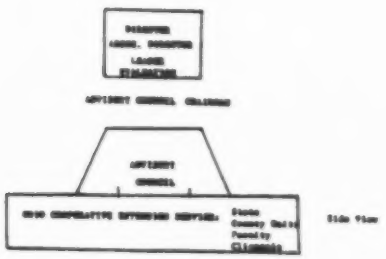
Fine9, Advisory Council Model

Components and Descriptions of OCES Accountability Evaluative System:

The following was developed as discussions were held periodically through the six day training.

MODEL:





1. A linear model of this system is not easily made. The framework that was to be developed is quite complex, so it seemed appropriate for a three dimensional model. A circular model such as this requires only two views to gain the depth of the components.

2. The Evaluation Advisory Council is an integral part of the system, but it is not exclusive. Hence, the rays from the total OCES. That is, every staff member of OCES should be aware, and is an important part of the System.

3. The component that will make this model work is the Evaluation Resource Task Group (The Fine9, for now). As such it is central. It will do the work, as well as develop ideas that are generated by the Advisory Council as a whole, as well as by OCES Administration.

4. There is a need for an Advisory Council Chair who is a member of the Evaluation Resource Task Group. In the present situation of only a half time FTE in Extension Evaluation, this Chair is a person who could help share the load with the Leader, Evaluation. Should the FTE for evaluation become full-time, or another staff person added, then this Chair position could be held by one of the Evaluation Staff.

Job Descriptions/Definitions - OCES Accountability Evaluative System:

Accountability Evaluative System - (A/E System) The total evaluative efforts of the Ohio Cooperative Extension Service. Includes work done in evaluation for Program Improvement, Accountability to Resource Allocators, and Individual Performance Appraisal.

Evaluation Advisory Council - An In-House Group which would meet on a semi-annual basis to advise and assist in recommending policy and priorities relating to evaluative efforts with OCES. They would not make policy or decisions, but rather recommend. It will be the ultimate responsibility of the Leader, Evaluation, to make final decisions, subject to OCES Administration review.

This should be an elite group, with appointment by the Director, only after an application process, coordinated by the Leader, Evaluation. Members of the Advisory Council should have a definite term appointment of at least three years, and perhaps five years, with a rotation developed such that an approximate equal number are replaced at regular intervals.

Each of the Four Program Areas plus Administration will be represented on this Advisory Council, as well as one representative from each of the five Extension Districts.

Evaluation Resource Task Group (FINE9) - A group of ten to fifteen Extension Professionals, two to four from each of the five Extension Districts. These individuals will be actual field personnel who have an interest in Evaluation efforts, and who are willing devote the time necessary to develop skills in evaluation. These efforts in terms of time and travel will be supported as much as possible by OCES Administration.

These Task Group Members will be appointed by the Director, based on recommendations by the Leader, Evaluation. There will be no definite term, as more skills can be developed the longer an agent is on this Task Group. When vacancies do occur, prospective new members must expect to have their skills assessed, and then to complete training necessary to develop appropriately. This assessment will be coordinated by the Leader, Evaluation, with input from the remainder of the Evaluation Resource Task Group.

Duties of this group will be to assist agents with individual evaluative efforts. The Task Group will meet at least quarterly, two of the times meeting at least one half day with the remainder of the Evaluation Advisory Council.

Each Task Group member will have a specialty in one or more areas of Evaluation (e.g. instrument design, Focus Groups, etc.), with every member skilled in the basics of evaluation.

The Group, The Graphics, The Goings On, The Gratifications

Who was Involved:

Of the nine agents identified through this process, eight are county field faculty, and one is a District Home Economist. Of the eight, there are two Home Economics Agents, two Agricultural Agents, and four county 4-H Agents. Two of the four 4-H Agents and one Home Economics Agent are also County Chairpersons. Four are men and five are women. Experience in the Ohio Cooperative Extension Service ranged from almost nineteen years, to just under one year, with the mean tenure of 7.6 years.

Changes in Behavior Detected:

- Seven of nine agents involved in an Impact Study or other State wide Extension Evaluative effort.

- A Model was developed for the OCES Accountability/Evaluative System.

- Through October 1, 1986, five "Fact Sheets" are ready for printing, and four others are in process of development.

- Two members of the Fine9 have planned and conducted Focus Group Interviews, and have a $3500 proposal funded to conduct a state wide in-service, by district, in the use of the Focus Group Interview.

- All of the Fine9 have been trained in the use of a simple computer spreadsheet program for analysis of survey results using descriptive statistics. In addition, nine other uses of this spreadsheet program have been documented as County Extension Agents compare data from survey research.

- Two of the members of the Fine9 planned and conducted an inservice session for the rest of the group, making all arrangements from meeting room, through scheduling resource people, to written communications.

- Most members have critiqued instruments of their fellow agents.

- Two of the group have been sent by the OCES Administration to Out-of-State Evaluation Training.

Changes in Skills and Knowledge:

At the conclusion of the six days of formal in-service, a written survey was completed by the nine agents to ascertain their perceived increase in knowledge and skills relative to evaluation, as well as their perception as to whether any increases could be attributed to this Fine9 approach. (See Appendix A)

Of the twenty-one items relating to skills and knowledge on the instrument to which the nine agents responded:

- 41% of the responses indicated that they both understood and could perform the task, and they learned it at the in-service.

- 27% of the responses indicated that they both understood and could perform the task, but they learned it elsewhere.

- 18% of the responses indicated that they understood the task, but could not perform it, but they learned it at the in-service.

- 2% of the responses indicated that they understood the task, but could not perform it, and they learned it elsewhere.

- 12% of the responses indicated that the tasks were not understood.

In other words, of the knowledge and skills determined as important for these Agents, after the six day in-service, 88% was understood, 68% could be performed, and 59% was learned at the in-service.

Changes in Attitude:

In a attempt to measure attitude, eight statements were administered to the nine participants in this program at the conclusion of the six day training. Responses were requested on a four point Likert scale from "Strongly Agree" (numerically = 4) to "Strongly Disagree" (numerically = 1).

These statements and the mean scores from the nine agents are as follows:

		MEAN
1.	I really do not see much value in learning evaluation skills.	1.22
2.	I would prefer not to be required to evaluate my educational programs.	1.67
3.	I enjoy planning an evaluation for an educational program.	2.78
4.	Evaluation is a confusing topic to me.	2.33
5.	I am excited about learning how to evaluate programs.	3.33
6.	Generally speaking, I am pleased that evaluation is one of my job responsibilities.	3.11
7.	Evaluation intrigues me.	3.33
8.	I dislike evaluation.	1.89

The trend of responses received from these items as indicated by this select group of Field Faculty is not that expected from most. Although these agents were not overly joyed when planning evaluations, they are "Excited, Intrigued, and Pleased" with their roles in evaluative efforts.

Qualitative Responses which reflect Attitude:

A pre-post open ended questionnaire was administered to the nine participants. Nine weeks elapsed between the pre and post administration, and six days of evaluation in-service. Here are the responses to some of the questions:

What kind of an Evaluator are you?

	Pre	Post
Joan	Reluctant	Getting Better
Jeff		Irregular
Chris	Poor/frequent	Scared/Apprehensive Excited/Anxious
Don	Fair	Hard to say
Carolyn	Brief/verbal	Amateur
Sharon	Sensitive	Interested Rookie/ Amateur

Christy	Precise	Program Improvement Oriented
Tom	Good/Precise/ Practical	Good/Tenacious
Rich	Lazy/Informal	Better

What is your attitude towards evaluation?

Joan	Must be done	I enjoy it/Takes Time
Jeff		Gaining in stature
Chris	Positive	Much better than before
Don	Important/Time Consuming	Important/Time Consuming
Carolyn	Positive	Positive
Sharon	Interested	Time Consuming but critical
Christy	Helpful/Enjoy	I enjoy it
Tom	Positive	Positive
Rich	Important/ Not Top Priority	Valuable in program planning

Other Qualitative Information:

One month after the conclusion of the formal training, the Fine9 met to practice their skills and further define their roles. The following are the minute notes of that session:

I. PROGRESS TO DATE: (4-15-86)

Every person in the FINE9 had a positive attitude about the amount of direction, and progress, that we had achieved over the last three months. Not one negative comment was made. There were three major answers to the question, "Where do we go from here?" They were:

1. The group felt that we are ready to have it announced that this training has happened, and that the FINE9 is available. Competencies are possessed in Evaluation techniques, and we are ready for the practical experience, the proverbial "Trial by Fire".

Efforts should be made in the announcement to emphasize that the FINE9 are to help direct evaluations, not to perform them for agents, although it is realized that this message might be sent, but it might not be received agents. Be as specific in the announcement as possible as to the capabilities that exist within the group.

2. Efforts need to be made to assimilate and improve instruments, or at least activities/programs that contain some commonalities. That is, no doubt there are programming efforts by Extension Agents across Ohio that are somewhat similar, that are on-going, and for which there could be a more uniform, and improved evaluation. The FINE9 could (individually, or in small groups) take these resources and refine them into tools that could be used by many people.

3. EVALUATION FACT SHEETS should be developed during this calendar year. It seems that a realistic goal would be to have at least three completed by Fall.

II. OBJECTIVES FOR THE REMAINDER OF 1986

1. EVALUATION FACT SHEET DEVELOPMENT - It was felt that these would be the most useful and immediately attainable products of the FINE9. By making the next meeting a "Work Day", the group felt confident that at least three could be available for other Agents by Fall, 1986. The Leader, Evaluation will make assignments, and give direction to the selection and which of the FINE9 will be working on each of the following suggested areas for EVALUATION FACT SHEETS:

1. Where to Start/What to Evaluate/When to Evaluate.
2. Beginning/Basic Evaluation Designs.
3. End of Meeting (EOM) surveys and questionnaires.
4. Phone Surveys
5. Using in-office data analysis.
6. Cost Benefit studies.
7. The different methods of evaluation needed for the 70 vs. 80 vs. 90 level Key Objective. Or, "How to Measure Knowledge, Attitudes, Skills, and Aspirations (KASA)!"
8. Qualitative Analysis.
9. Needs Assessment.
10. Reporting results.
11. Managing the Evaluation/Creative means of funding local evaluative efforts.
12. Creative Evaluations.

2. Each member of the FINE9 should have the opportunity to become an active participant in a State Wide Impact Study, or other major evaluative effort. Preferably, they will be known in advance (Impact Studies, i.e.), and the topic will be one of interest to the FINE9ee.

3. Develop a plan for Evaluation In-Service of other agents. This discussion was definitive by no means, but types of suggestions that evolved included:

1. Have some type of State Wide Inservice in 1987 that involves quality resource people from outside the Ohio Cooperative Extension Service.

2. Incorporate Evaluation In-Service with Program Planning efforts in other State Wide and District In-Service. Possibly members of the FINE9 could assume a teaching role for selected (twenty minute) segments of such thrusts.

4. Formation of the Ohio Cooperative Extension Service State Evaluation Advisory Committee. The Leader, Evaluation, would have the organizational responsibility.

5. Develop a "Evaluation Resource Library" at the disposal of each of the FINE9. This might be only one or two resources during this first year.

Even More Qualitative Information:

The following are unsolicited comments from members of the FINE9 as were received by the Leader, Evaluation:

"Without a doubt I was very hesitant prior to the first session, however after meeting the group, I am anxious to continue being involved with the pioneering efforts of having the specialty of "evaluation". I am anxious to continue with the training." (Sharon)

"The subject intrigues me, the people are a pleasure to work with, the challenge is exciting, and I need help and training in this area too!!" (Chris)

"The bottom line is that I have really enjoyed the entire situation and I hope that I can catch up and be able to be productive and a valuable member of this evaluation team." (Jeff)

"Good In Service yesterday, I am committed." (Joan)

"I enjoyed the last two days more than any in service in which I have been involved since working in OCES." (Tom)

Strengths of this Approach:

- Multiplier effect: Only 1/2 FTE in OCES for a staff of 364; It is not physically possible for the Leader, Evaluation, to handle all of the evaluation needs of Extension Personnel. Nine County and District Agents, with the blessing of OCES Administration, have devoted a minimum of 10 days each to evaluative efforts, which has and will continue to include the training of peer agents. Thus, it is known that at least ninety more days are devoted to evaluation than can be provided through current staffing.

- Involvement in impact studies and other state-wide evaluation efforts of Agents who have knowledge and skills in evaluation, as well as current contact with clientele in the field. This element contributes to the "practical" aspects of conducting evaluation which is sometimes lost when professional evaluators are housed in the "academia" settings.

- The development of technical resource libraries with each of the members of the FINE9 for use in program improvement through evaluative efforts. Such written resources are more available to all Agents within the State.

- Members of the Fine9 are developing "Specialties" within evaluation. This not only provides better resources, but contributes to the professional development and advancement of members of this group.

Needed Improvement:

- Efforts must be made to convince all administrative personnel at all levels of the organization with the OCES system that this is a valuable approach to teaching and completing evaluation.

- The Advisory Committee structure needs to be fully implemented.

- Funds need to be set aside for: (1) "Innovative Evaluative Efforts"; (2) Specialized training for members of the FINE9; (3) Printing of 'Fact Sheets'.

- A plan must be completed to fully implement the model, with not only personnel, but also a 'marketing strategy' to improve the attitude and resultant commitment of peer Agents.

Where from Here ??

As Perceived by FINE9:

The following comments were gleaned from a group discussion by members of the FINE9 on April 15, 1986.

- Actually work on evaluations.
- Develop Fact Sheets.
- Attend Out-of-State In-Service Education on Evaluation.
- Assist other Agents.
- Continue to develop and conduct actual evaluations.
- Serve as Critics for other Extension Evaluative efforts.
- Help Communicate the results of evaluative efforts so that improvements can be realized in local, district, and state Extension programming.

As Perceived by Leader, Evaluation and OCES Administration:

The birth of the FINE9 concept was easy; any effort to increase evaluation activity in Ohio initially was readily welcomed and accepted by administration and field faculty. In theory, using "volunteers" to help conduct program evaluation made perfect sense to Extension, an organization whose existence is based on that very idea.

As any parent will tell you, however, birth is only the beginning of a never-ending, growing experience filled with exciting but challenging events. As the FINE9 "program" grew in time, energy, activities, interest, and demand, the problems grew in direct proportion. Field faculty with full-time appointments in county and district offices were beginning to spend time outside their offices on subject matter evaluation other than their specific, formal program charges.

Questions from both administration and FINE9 members reflected the growing concern of time spent on evaluation, rather than local responsibilities. Extension uses volunteers to run entire programs, but those individuals volunteer spare time. The issue of time commitment (and other resources as well: energy, creativity, travel, etc.) for the FINE9 was based on the assumption that if the FINE9 members are doing evaluation, they are not doing something else.

This assumption has really not been entirely true, because the very make-up of the FINE9 assures that the field programs are being conducted, and in addition, evaluation activities are also being conducted. The very success of the program lies in the kind of individual who is able to keep a quality program in the field position, as well as use time and energy for additional educational efforts in evaluation. It should be noted that two of the FINE9 hold doctorates, three are county chairs, and all are exceptional performers in their county roles.

To date, the following activities are in the process of being implemented. FINE9 members have important roles in each activity listed, as they work together with the Leader, Evaluation, and with each other.

1. The fact sheet series (EDGE Guidesheets) provides Extension Faculty technical information on research methods, instrumentation, evaluation process, data analysis, interpretation, planning and managing evaluations, and reporting. The series is authored by FINE9 members.

2. Impact studies in all program areas assess major program efforts. For each Extension impact evaluation, study groups plan and conduct the evaluation effort with FINE9 members as leaders.

3. District and State Evaluation in-service training for all Extension faculty provides new knowledge and skills in evaluation. In-services are planned and conducted by the FINE9.

4. Training for FINE9 members in specialty areas provides "experts" across the state in particular evaluation methods and processes.

5. Resource libraries are available for field faculty to use and are housed in the FINE9 office locations.

Many other exciting things are happening because of the FINE9 program; or should I say, because of the FINE9. The process of changing attitudes and behavior is a very slow and deliberate one. Sometimes is hard to see progress. Frustrations come easily in the evaluation arena. The following is an expression of a common concern among the FINE9, written by one of the members:

PING PONG ANALOGY

"Almost anyone who has played the game of Ping Pong (table tennis) has had the experience of coming to the table to play the game, and finding the ball badly battered.

It might have only one little dent, or it might have been crumpled. In either case, when used, it bounces wildly in unpredictable directions, and the game cannot be played the way it was meant.

Just what happened to cause this condition is usually not known. It might have been because the ball could not stand the stress of being slammed back and forth across the table by a couple of excellent players. Or, it might have been abused by players, either good or bad, who became upset, and released their frustrations on the relatively hard-shelled, but yet brittle, little critter. It could have been because the ball was defective in the first place.

Now when I was younger, we did not have a lot of money to just throw away these "banged up" ping pong balls, and buy new ones. As a matter of fact, it was our goal to gain as much utility as possible from each one. If taken care of, it was surprising just how much utility could be received from one forty-nine cent ball.

We also learned that even if we had a dented ball, we could immerse it in very hot water, and it would respond by re-gaining its shape. As long as it did not have any cracks, had not been put under too much stress, it could once again be used to play the game. However, if it had cracks, it would fill with water, and sink!

Ping pong is really an exciting game. There is this large five foot by nine foot table, with versatile fold-up legs, a colorful tightly woven and stretched net, and durable wooden paddles. Add the human element, and our little ball, and what do you have? Another excitement of life!

The ball makes the game!! It can travel at alarming speeds, from side to side, or it can just barely "climb" over the net. It can spin and curve, depending on the person holding of the paddle, causing much interest in the skill and finesse needed for the game. It can travel high in the air, or even great distances beyond the confines of the table top, and manage to find its way back to a corner, or even an edge, and score a point.

At present I am more than a little concerned about my involvement with the FINE9, and the amount of time and effort that has been expended. The course of events, the conversations, and my interpretations of what has been said about these efforts have greatly contributed to this situation. I feel like a dented and battered ping pong ball.

I am not really sure why I am like this. It could be because I was defective in the first place, but perhaps people have either mis-used me, or vented their frustrations on my brittle frame.

I do not think that I am beyond repair. However, I do not know whether there are any cracks, and I do not want to sink! I have been put in hot water before, so that does not really bother me, but the prospect of using my non-existent swimming skills at the bottom of hot water does not excite me.

I think that I have many creative approaches to provide to the table-top of the Ohio Cooperative Extension Service, and even beyond those confines. I am confident that I can do some pretty exciting, skilled maneuvers, and stay in bounds most of the time. This should add to the confidence, amusement, and experience of those holding the paddles, as well as those who own the table and paddles.

One solution is to just get another forty-nine cent ball. I am sure that Business Office can handle that, but the fate of a battered, unwanted ping pong ball is not a pretty sight...

Most analogies break down in many places, and I am sure that this is no exception. But it is a worthy reflection...."

Tom Archer
9-17-86

It is with a cautious, thoughtful, yet optimistic approach that we move ahead with the FINE9 concept of evaluation in Ohio. Future direction of the effort includes adding several more faculty to the group to fully staff all five administrative districts.

It would be the intention to continue to keep 10-15 Ohio Cooperative Extension Service faculty serving in the capacity in which the original FINE9 serve presently. The dream would be to move some of these people into District Specialist positions in evaluation/program development. (There are no such positions at this time, nor have there ever been.)

Other plans for the FINE9 include specialty training of each member. To date, one member has been trained in the qualitative Focus Group Interview technique.

The goal would be for each member to have a particular specialty, and thus be able to offer assistance/guidance in that area. Hopefully, this would help members use their time and energy for evaluation more efficiently.

IMPLICATIONS FOR PRACTICE

Much was learned about methodology of inservice education related to program evaluation and workable approaches to attitude adjustment. Additionally, the framework has been designed within the Ohio Cooperative Extension Service to plan and conduct impact studies, assist with other major program evaluation efforts, and to assist field faculty with evaluation activities using the FINE9 and the Program Evaluation Advisory Council. Such knowledge can be adapted easily to other Extension organizations and other educational institutions suffering from poor evaluation efforts and distressingly unusable results.

So what results to this new quest?
To answer we can say,
Their change in skills and attitudes,
But no increase in pay!!

But wait ... for now perhaps that's not
As accurate as could be.
For in the field we note for once,
A change in faculty.

They scratch their heads, and rub their chins,
No different from before.
But through these nine is multiplied
New knowledge and much more!!

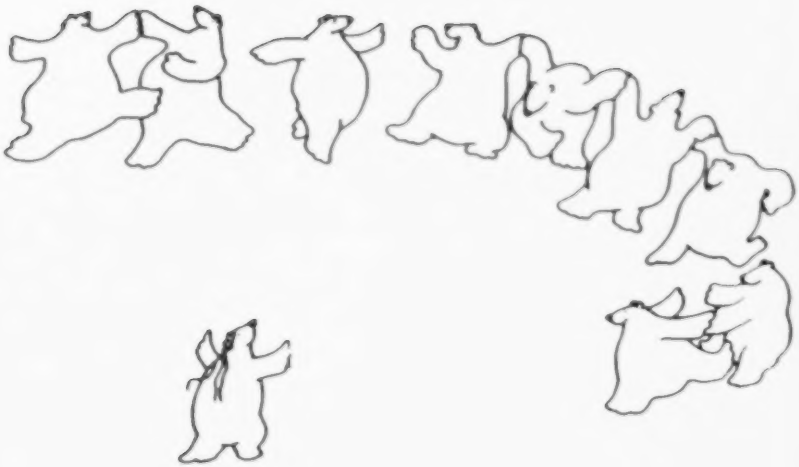
Elements of program plans
Are better now in mind,
And why is that, you ask us now?
The Volunteer Fine Nine!!

ARCHER:paper6

APPENDIX A

"Instrument"

FINE
9



MANAGEMENT OF AN EVALUATION - Dr. Keith Smith

My rating of this session is: (Circle one)

EXCELLENT GOOD AVERAGE POOR EXTREMELY POOR

PROGRAM REVIEWS/CONSULTATIVE TEAM APPROACHES
Dr. Thomas Archer and Rob Hovis

My rating of this session is: (Circle one)

EXCELLENT GOOD AVERAGE POOR EXTREMELY POOR

WRAP-UP
Dr. Emmalou Van Tilburg and Dr. Clarence Cunningham

My rating of this session is: (Circle one)

EXCELLENT GOOD AVERAGE POOR EXTREMELY POOR

BEST COPY AVAILABLE

Please indicate your level of agreement or disagreement with each statement below. Use the following scale:

SA = STRONGLY AGREE
A = AGREE
D = DISAGREE
SD = STRONGLY DISAGREE

EXAMPLE:

1. This is a very complete questionnaire. SA A D SD

The response of SA indicates that this individual strongly agreed with the statement.

CIRCLE THE RESPONSE THAT MOST NEARLY REPRESENTS YOUR OPINION OF EACH STATEMENT.

	Level of Agreement (circle your response)
PART I - YOUR REACTIONS	
1. This workshop helped provide a good background for the practice of program evaluation.	SA A D SD
2. Very few of the sessions provided useful information.	SA A D SD
3. Generally speaking, I am very pleased I participated in the workshop.	SA A D SD

SA = STRONGLY AGREE
A = AGREE
D = DISAGREE
SD = STRONGLY DISAGREE

CIRCLE THE RESPONSE THAT MOST NEARLY REPRESENTS YOUR OPINION OF EACH STATEMENT.

		Level of Agreement (circle your response)			
4.	Some of the major issues of Program Evaluation were not addressed.	SA	A	D	SD
5.	I am more enthusiastic about Program Evaluation as a result of my participation in this workshop.	SA	A	D	SD
6.	Much of the information presented was outdated.	SA	A	D	SD
7.	Generally, speakers were appropriate for the topics they addressed.	SA	A	D	SD
8.	The workshop was well organized.	SA	A	D	SD
9.	This workshop was one of the best Ohio Cooperative Extension Service functions I have attended in the past year.	SA	A	D	SD

COST/BENEFIT ANALYSIS - Joe Heimlich

My rating of this session is: (Circle one)

EXCELLENT GOOD AVERAGE POOR EXTREMELY POOR

JOURNAL WRITING - Dr. Larry Miller

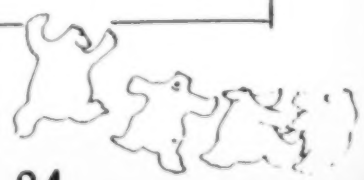
My rating of this session is: (Circle one)

EXCELLENT GOOD AVERAGE POOR EXTREMELY POOR

COMMUNICATION OF RESULTS - Barbara Cooper

My rating of this session is: (Circle one)

EXCELLENT GOOD AVERAGE POOR EXTREMELY POOR



DATA ANALYSIS - Dr. R. Kirby Barrick

My rating of this session is: (Circle one)

EXCELLENT GOOD AVERAGE POOR EXTREMELY POOR

QUALITATIVE METHODS OF DATA COLLECTION
Drs. Nancy Chism and Fran Blake

My rating of this session is: (Circle one)

EXCELLENT GOOD AVERAGE POOR EXTREMELY POOR

INTERPRETATION OF DATA - Dr. Emmalou Van Tilburg

My rating of this session is: (Circle one)

EXCELLENT GOOD AVERAGE POOR EXTREMELY POOR

SA = STRONGLY AGREE
A = AGREE
D = DISAGREE
SD = STRONGLY DISAGREE

CIRCLE THE RESPONSE THAT MOST NEARLY REPRESENTS YOUR OPINION OF EACH STATEMENT.

	Level of Agreement (circle your response)			
PART II - YOUR ATTITUDE TOWARDS EVALUATION				
10. I really do not see much value in learning evaluation skills.	SA	A	D	SD
11. I would prefer not to be required to evaluate my educational programs.	SA	A	D	SD
12. I enjoy planning an evaluation for an educational program.	SA	A	D	SD
13. Evaluation is a confusing topic to me.	SA	A	D	SD
14. I am excited about learning how to evaluate programs.	SA	A	D	SD
15. Generally speaking, I am pleased that evaluation is one of my job responsibilities.	SA	A	D	SD
16. Evaluation intrigues me.	SA	A	D	SD
17. I dislike evaluation.	SA	A	D	SD

PART III - YOUR KNOWLEDGE/SKILLS GAINED

Below is a list of statements that describe knowledge and skills in program evaluation.

FOR EACH STATEMENT:

In Column A, indicate whether you:

1 = both understand and can perform
2 = understand only
3 = do not understand nor can perform

In Column B, indicate whether you:

1 = obtained the knowledge or skill as a result of the workshop
2 = already had the knowledge or skill

EXAMPLE:

	A	B
1. I can calculate mean scores.	(1) 2 3	(1) 2

The response in Column A indicates that the person understands the skill and can perform it. The response in Column B indicates that the person obtained the skill and knowledge as a result of participation in the workshop.

	A	B
18. I can explain the importance of evaluation in the program development process.	1 2 3	1 2
19. I can describe the process involved in planning an evaluation.	1 2 3	1 2

FOCUS GROUP TECHNIQUE - Gale Zahniser

My rating of this session is: (Circle one)

EXCELLENT GOOD AVERAGE POOR EXTREMELY POOR

NEEDS ASSESSMENT - Dr. Debra Bragg

My rating of this session is: (Circle one)

EXCELLENT GOOD AVERAGE POOR EXTREMELY POOR

DATA ANALYSIS USING MICROCOMPUTER - Dr. Thomas Archer

My rating of this session is: (Circle one)

EXCELLENT GOOD AVERAGE POOR EXTREMELY POOR

PART IV - HERE ARE MY COMMENTS ABOUT EACH SESSION

Instructions: In each of the following blanks, use words and short phrases to describe your reactions about each particular session and presentor listed.

DESIGNING THE EVALUATION - Dr. J. Robert Warmbrod

My rating of this session is: (Circle one)

EXCELLENT GOOD AVERAGE POOR EXTREMELY POOR

QUANTITATIVE METHODS OF DATA COLLECTION - Dr. Larry Miller

My rating of this session is: (Circle one)

EXCELLENT GOOD AVERAGE POOR EXTREMELY POOR

FOR EACH STATEMENT:

In Column A, indicate whether you:

1 = both understand and can perform
2 = understand only
3 = do not understand nor can perform

In Column B, indicate whether you:

1 = obtained the knowledge or skill as a result of the workshop
2 = already had the knowledge or skill

		A	B
20.	I can list the seven steps to a Program Evaluation.	1 2 3	1 2
21.	I can describe the threats to validity present when using an inappropriate evaluation design.	1 2 3	1 2
22.	I can list the appropriate uses for the Qualitative methods of data collection.	1 2 3	1 2
23.	I can use the Focus Group Technique to collect data.	1 2 3	1 2
24.	I can lead a Nominal Group Technique to do a Needs Assessment.	1 2 3	1 2
25.	I can explain the term "Utilization-focused Evaluation."	1 2 3	1 2

FOR EACH STATEMENT:

In Column A, indicate whether you:

1 = both understand and can perform
2 = understand only
3 = do not understand nor can perform

In Column B, indicate whether you:

1 = obtained the knowledge or skill as a result of the workshop
2 = already had the knowledge or skill

	A	B
26. I can explain the difference between reliability and validity of an instrument.	1 2 3	1 2
27. I am able to use a Rainbow DEC to do simple data analysis using the LOTUS program.	1 2 3	1 2
28. I can list the 4 scales of measurement.	1 2 3	1 2
29. I can describe the appropriate uses for each measure of central tendency.	1 2 3	1 2
30. I can describe the usefulness of Cost/Benefit Analysis in Program Evaluation.	1 2 3	1 2
31. I can apply Cost/Benefit analysis concepts to one of my program evaluations.	1 2 3	1 2

FOR EACH STATEMENT:

In Column A, indicate whether you:

1 = both understand and can perform
2 = understand only
3 = do not understand nor can perform

In Column B, indicate whether you:

1 = obtained the knowledge or skill as a result of the workshop
2 = already had the knowledge or skill

	A	B
32. I can describe several important aspects of communication of evaluation results.	1 2 3	1 2
33. I can define the term "referent."	1 2 3	1 2
34. I can explain the difference between data analysis and data interpretation.	1 2 3	1 2
35. I can create a Program Evaluation Management Plan for one of my key objectives.	1 2 3	1 2
36. I can develop a program review using the Consultative Team Approach to Program Evaluation.	1 2 3	1 2
37. I have developed a "Not So Elegant Design" for one of my key objectives.	1 2 3	1 2
38. I can describe the criteria used in the evaluation of a Program Evaluation.	1 2 3	1 2

39. What topics do we need to address in future meetings/in-services for the FINE 9?

40. If the sky was the limit, describe the FINE 9 concept and evaluation in The Ohio Cooperative Extension Service as you picture it in 3-5 years.